

PDHPE K-6 Syllabus – Physical Activity and Fundamental Movement Skills

Stage	Outcomes	Key inquiry question	Content
Early Stage 1	<p>Movement Skill and Performance PDe-4 practises and demonstrates movement skills and sequences using different body parts</p> <p>PDe-5 explores possible solutions to movement challenges through participation in a range of activities</p> <p>PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people</p> <p>Healthy, Safe and Active Lifestyles PDe-6 explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity</p> <p>PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7</p> <p>PDe-8 explores how regular physical activity keeps individuals healthy</p>	<p><i>How do we move our bodies?</i></p> <p><i>How can we solve problems when moving?</i></p> <p><i>What choices can help make me safe, supported and active?</i></p>	<ul style="list-style-type: none"> ● demonstrate a variety of movement skills and movement sequences, for example: <ul style="list-style-type: none"> ➢ perform non-locomotor skills, eg bending, twisting, swaying, reaching ➢ perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line ➢ perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling ➢ maintain stability on different bases of support, eg standing on one foot, lunging to one side, squatting ● participate in games with and without equipment, for example: (ACPMPO09) <ul style="list-style-type: none"> ➢ participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games ➢ participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games ● test possible solutions to movement challenges through trial and error, for example: <ul style="list-style-type: none"> ➢ trial a number of techniques when trying new movement activities, eg position, focus, direction ● make connections between feelings, thoughts, body reactions and body language, for example: <ul style="list-style-type: none"> ➢ participate in games and physical activities and recognise how it can benefit their mental health, eg increased self-esteem, feeling calm and relaxed ➢ participate in different physical activities and explain their body’s response before, during and after the activity ➢ share what they enjoy about being physically active and describe how it feels to be included and to work collaboratively with their peers ➢ compare the physical activities in which they participate and create a personal list of preferred physical activities using ICT tools

<p>Stage 1</p>	<p>Healthy, safe and active Lifestyles PD1-6 understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity</p> <p>PD1-8 participates in a range of opportunities that promote physical activity</p>	<p><i>How can we participate safely and fairly during physical activity?</i></p> <p><i>How can I be responsible for my own, and others' health, safety and wellbeing?</i></p> <p><i>How can I act to help make my environments healthy, safe and active?</i></p> <p><i>What influences my decisions and actions to be healthy, safe and physically active?</i></p>	<ul style="list-style-type: none"> ➤ demonstrate turn-taking and safe sharing of equipment when participating in physical activities and minor games • create and participate in games with and without equipment, for example: (ACPMPO27) <ul style="list-style-type: none"> ➤ invent games with rules using one or two pieces of equipment ➤ use stimuli, eg equipment, rhythm, music and words to create and participate in games • identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023) <ul style="list-style-type: none"> ➤ participate in physical activities in a range of different environments, eg natural, school, local community settings ➤ learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games and walking Country as endorsed by the local Aboriginal community • describe situations where they are required to make healthy and/or safe decisions, for example: <ul style="list-style-type: none"> ➤ identify and participate in opportunities that could encourage themselves and others to be physically active at school, home and in the community, eg outdoor recreation activities, moderate-to-vigorous games and activities • explore actions and opportunities to promote and celebrate healthy, safe and active living, for example: <ul style="list-style-type: none"> ➤ explore the benefits of regular physical activity to health and wellbeing • examine contextual factors that influence their own and others' decisions and behaviours, for example: <ul style="list-style-type: none"> ➤ explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge
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	<p>Healthy, Safe and Active Lifestyles PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity</p>	<p><i>How can we include others in physical activity?</i></p> <p><i>How can I contribute to promote healthy, safe and active communities?</i></p>	<ul style="list-style-type: none"> ➤ test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games ➤ draw on and apply prior knowledge, feedback and skills to solve movement challenges ➤ identify how to modify plans within a game to achieve success ➤ participate in physical activities which require problem-solving and persistence to achieve a goal ➤ plan and perform strategies and/or tactics to be successful in tag and dodge games ➤ demonstrate movement concepts and strategies to create scoring opportunities <ul style="list-style-type: none"> • adopt inclusive practices when participating in physical activities, for example: (ACPMPO48) <ul style="list-style-type: none"> ➤ use interpersonal skills to complete a movement task, eg a partner balance, partner passing strategy or team strategy ➤ work collaboratively with team members to maintain possession in a game ➤ modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space • apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • participate in physical activities from their own and other cultures, for example: (ACPMPO108) <ul style="list-style-type: none"> ➤ participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games ➤ learn and participate in games from diverse cultures and teach the class how to play them • describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example: <ul style="list-style-type: none"> ➤ explain how their level of skill can influence their participation in games and physical activities • recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example: <ul style="list-style-type: none"> ➤ describe factors that have an impact on participation in physical activity and develop plans to increase their own and others' physical activity levels
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	<p>PD2-8 investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2</p>	<p><i>How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?</i></p>	<ul style="list-style-type: none"> • identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036) <ul style="list-style-type: none"> ➤ recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity • suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example: <ul style="list-style-type: none"> ➤ recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at home and at school ➤ promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools ➤ analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels • perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example: <ul style="list-style-type: none"> ➤ create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course ➤ perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques ➤ describe the interrelationship between regular physical activity and levels of fitness and health • examine the effects of physical activity on the mind and body, for example: <ul style="list-style-type: none"> ➤ investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing ➤ participate in physical activities in natural environments in the local area and reflect on the enjoyable components of participation, eg outdoor recreation ➤ recognise the physical, social and emotional benefits of participating in a new game or sport, eg individual/group/team physical activities, cultural games ➤ investigate the physical activities people engage in to improve or maintain their health, wellbeing and fitness using ICT tools to collect and collate information
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<p>Stage 3</p>	<p>Movement Skill and Performance</p> <p>PD3-4 adapts movement skills in a variety of physical activity contexts</p> <p>PD3-5 proposes, applies and assesses solutions to movement challenges</p> <p>PD3-11 selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences</p>	<p><i>How can we adapt and perform movement skills in different situations?</i></p>	<ul style="list-style-type: none"> • perform and refine movement skills to a variety of situations, for example: <ul style="list-style-type: none"> ➤ vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills ➤ adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control ➤ transfer sequence of locomotor and non-locomotor movements, eg floor to apparatus, mini trampoline to vault, balance beam, swing and land ➤ adapt movement skills to perform own or set movement sequences with consistency ➤ use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance • practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061) <ul style="list-style-type: none"> ➤ jumping, hopping or stepping with control for height and/or distance, eg long, high or triple jump ➤ apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning ➤ refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch ➤ apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities ➤ compose and perform a range of complex static and dynamic balances on different body parts individually and/or with a partner or small group ➤ design a sequence of passes between (teammates to maintain possession or move a piece of equipment from one point to another ➤ perform physical activities that involve a transition from one skill to another, eg from dribbling to shooting, leaping to balancing, running and passing, running to kicking ➤ use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures
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		<p><i>How can we work with others to build positive relationships during physical activity?</i></p>	<ul style="list-style-type: none"> • participate positively in groups and teams by encouraging others and negotiating roles and responsibilities • participate in physical activity from their own and others' cultures and examine how involvement creates community connections and intercultural understanding, for example: <ul style="list-style-type: none"> ➤ research and participate in different culturally diverse physical activities that people in other countries play

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| | | | <ul style="list-style-type: none">• examine the role of physical activity in promoting health and wellbeing, for example:<ul style="list-style-type: none">➤ compare the reasons people choose physical activities that support them to stay fit and healthy➤ analyse the influence of physical activity on health-related and skill-related components of fitness➤ participate in physical activities designed to address fitness and health goals (ACPMP064)➤ explore strategies to overcome participation in physical activity for individuals and groups, including people with disabilities |
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